**Lesson Plan Format**

**Teacher Candidate:** Madeline Williams **Grade Level:** 8th **Date of lesson:** TBA

**Content Standards:**

**8SS1.a:** Examine the Revolutionary period in United States history including political differences between England and the American Colonies.

**8SSK1:** Students explain how major events are related to one another in time.

**CCR.ELA-Literacy.RH.6-8.1:** Cite specific textual evidence to support analysis of primary and secondary sources

**Learner Background:**

Students have learned about the origins and influences of the early Americans.

* Reviewed European/middle eastern cultures and their influences on Europe
* Reviewed Events that lead to Europe finding the Americas
* Covered a little more depth on how and why England began to expand into North America
* European expansion (specifically Britain).
* Britain began to colonize and establish their government

**Student Learning Objective(s):**

1. During the initiation of this lesson, students will analyze primary sources to use for their assessment.
2. Upon completion of this lesson, students will identify major events preceding the American Revolution using their notes to make a list of 4 major events and their causes.
3. Upon completion of this lesson, students will distinguish the political differences between England and the American Colonies using a Venn Diagram sheet. (Formative/Diagnostic: participation, effort, written response)

**SECOND MINI LESSON**

1. Upon completion of this lesson, students will connect the political differences of England and the American Colonies to the events before and during the American Revolution. (Summative, connected to next objective)
2. Upon completion of this lesson, students will compose a newspaper entry as a Federalist or Loyalist describing how the political differences between the two (England and American Colonies) led to the events of the American Revolution, using textual evidence that is supported by the use of primary and secondary resources. (Summative)

**Assessment:** How will you ask students to demonstrate mastery of the student learning objective(s)? Attach a copy of any assessment materials you will use, along with assessment criteria.

Formative/Diagnostic:

* Venn Diagram graphic organizer
* Observations
* Listening to peer to peer discussions
* Participation
* Section Notes that are turned in

Summative:

Students will compose a newspaper article from the imaginative perspective of a Federalist of Loyalist describing how their political differences led up to the preceding events, and the events of the American Revolution. Students will use at minimum 6 vocabulary words from the previous chapters. Students will use primary and secondary sources, provided by the teacher and found on their own using approved websites.

**Materials/Resources:** List the materials you will use in each learning activity including any technological resources.

Smartboard

Notes

Vocabulary word wall notes

Paper

Pencil

Resources (primary and secondary)-

[The Alternative of Williamsburg](http://docsteach.org/documents/532891/detail?menu=closed&mode=search&sortBy=relevance&q=loyalists&commit=Go&era%5B%5D=revolution-and-the-new-nation&type%5B%5D=image&type%5B%5D=map&type%5B%5D=written-document)

[Stamp Act 1765-66](http://americainclass.org/sources/makingrevolution/crisis/text3/text3.htm)

[Boston Massacre](http://docsteach.org/documents/518262/detail?menu=closed&mode=search&sortBy=relevance&q=revolution&commit=Go&era%5B%5D=revolution-and-the-new-nation&type%5B%5D=image&type%5B%5D=map&type%5B%5D=written-document&page=1)

[Tarring & Feathering](http://docsteach.org/documents/532889/detail?menu=closed&mode=search&sortBy=relevance&q=tea+party&commit=Go&era%5B%5D=revolution-and-the-new-nation&type%5B%5D=image&type%5B%5D=map&type%5B%5D=written-document)

[First Blow for Liberty.](http://docsteach.org/documents/559250/detail?menu=closed&mode=search&sortBy=relevance&q=revolution&commit=Go&era%5B%5D=revolution-and-the-new-nation&type%5B%5D=image&type%5B%5D=map&type%5B%5D=written-document&page=2)

**Teaching Model/Strategy**

This lesson will focus on a Read & Talk, a lecture and a discussion simultaneously provides further critically thinking of the events of the American Revolution and the differences between England and the colonies that led up to it. The Read & Talk is after the students analyze 4 primary sources (images) and have a classroom discussion about the political differences and how they contributed to the events preceding the Revolution and during the Revolution.

Students will work individually after the class discussions.

*Imagine That!* Is a strategy that is structured to encourage students to consider words and situations from a more personal perspectives. Students read the scenarios and assume an identity, which is impacted by vocabulary and questions. By using this strategy students are able to better retain information and learning vocabulary words.

FIRST MINI-LESSON

**Learning Activities:**

**Initiation:** Teacher will model OUTLOUD how to begin to analyze a source. Students will analyze the source by answering the provided questions about the primary source photograph. Using this example, the instructor will lead into the main activity.

**What do you see?**

**How does it make you feel?  
What do you think this is regarding?**

**When do you think**

**What questions do you have?**

**Do you know what the causes of the American Revolution were?**

Using some of the student’s answers, the teacher will initiate a classroom discussion about the image, and the questions using the pair and share method. Using this example, the instructor will lead into the main activity.

**Lesson Development:**

Providing 4 more images of events preceding the Revolution, and one image during the revolution, the teacher will instruct the students to follow the same procedures as the initiation set. The teacher will model again, just to be sure. Each picture has its own questions. By analyzing the primary images, and answering the provided questions, students will be able to identify four major events preceding the American Revolution.

After analyzing the three photos, there will be a teacher-initiated discussion about how these events were inspired by the political differences of England and the American Colonies. The students will then fill out a Venn diagram graphic organizer about the political differences between England and the American Colonies using the information they gather from the images, and their textbooks. During the analyzing of the images, students will be in pairs, and then will work individually on the Venn diagrams.

**4 images:**

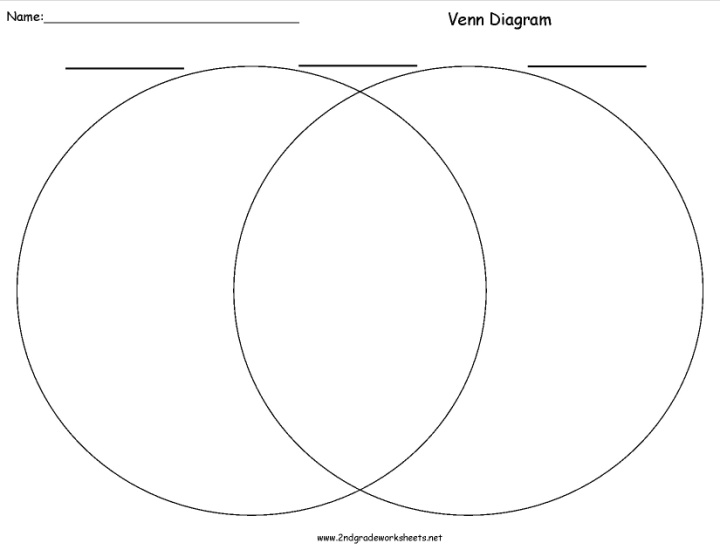
[First Blow for Liberty.](http://docsteach.org/documents/559250/detail?menu=closed&mode=search&sortBy=relevance&q=revolution&commit=Go&era%5B%5D=revolution-and-the-new-nation&type%5B%5D=image&type%5B%5D=map&type%5B%5D=written-document&page=2)

[Boston Massacre](http://docsteach.org/documents/518262/detail?menu=closed&mode=search&sortBy=relevance&q=revolution&commit=Go&era%5B%5D=revolution-and-the-new-nation&type%5B%5D=image&type%5B%5D=map&type%5B%5D=written-document&page=1)

[Tarring & Feathering](http://docsteach.org/documents/532889/detail?menu=closed&mode=search&sortBy=relevance&q=tea+party&commit=Go&era%5B%5D=revolution-and-the-new-nation&type%5B%5D=image&type%5B%5D=map&type%5B%5D=written-document)

[Stamp Act 1765-66](http://americainclass.org/sources/makingrevolution/crisis/text3/text3.htm)

Venn Diagram:



**Closure:**

For closure, students will share two things they discussed during the analyzing of the images with their partner with the class. Following this, students will turn in their Venn Diagrams to the assignment box. As an exit ticket, students will have to share one political difference they wrote on their Venn diagram with the class to leave.

Second Mini-Lesson

**Learning Activities:**

**Initiation:**

Using this [image](http://docsteach.org/documents/532891/detail?menu=closed&mode=search&sortBy=relevance&q=loyalists&commit=Go&era%5B%5D=revolution-and-the-new-nation&type%5B%5D=image&type%5B%5D=map&type%5B%5D=written-document), students will again practice analyzing a primary source to benefit them in the main activity and the lesson’s assessment.

**Students will answer:**

Did the recorder have firsthand knowledge of the event? Or, did the recorder report what others saw and heard?

Was the recorder a neutral party, or did the creator have opinions or interests that might have influenced what was recorded?

Did the recorder produce the source for personal use, for one or more individuals, or for a large audience?

Was the source meant to be public or private?

Did the recorder wish to inform or persuade others? (Check the words in the source. The words may tell you whether the recorder was trying to be objective or persuasive.) Did the recorder have reasons to be honest or dishonest?

Was the information recorded during the event, immediately after the event, or after some lapse of time? How large a lapse of time?

Finally, Would you rather be a Patriot or Loyalist? Why or Why not?

**Lesson Development:**

The teacher will open the main activity by using the final question and a few other of the initiation questions to initiate a discussion about the perspectives of a Patriot and Loyalist. The teacher will ask students to get out their word wall sheets. The teacher will then provide a model of what their newspaper article should look like. The teacher will model the first few sentences of the newspaper article so the students understand the ultimate goal. Students will then be assigned by the instructor whether they are a Patriot or a Loyalist. Students will work individually on their newspaper articles for the remainder of the class period. Student’s newspapers will include: a description of how the political differences led up to the preceding events and the events during the Revolution. Students will use at minimum 6 vocab words from their word wall sheets. Students will use primary and secondary sources they find, and that the instructor has provided throughout the lesson to support their perspectives. Teacher will assist students as they write their articles.

**Closure:**

For the end of mini-lesson the teacher will ask the students to share either a vocabulary word they used, or their favorite part of what they have written so far for their articles. The teacher will remind students that the article is due at the next class meeting.

**Individuals Needing Differentiated Instruction:** Describe 1 to 3 students with identified instructional needs. (These students may be special or general education students and need not be the same students for each lesson. Students may represent a range of ability and/or achievement levels.)

|  |  |  |
| --- | --- | --- |
| Student Name | 1. What is the student’s identified instructional need? 2. What evidence do you have that this is an instructional need? | Describe strategy for differentiating instruction **in this lesson** to meet this need. |
| Gerard (Giovanni)Butler or Daniel (David) | REFER TO SPED book/ example  1. Tommy is Autistic and needs an aid to assist him with individual instruction and model expected behavior in the classroom.  2. Tommy has an altercation with another student and constantly disrupts the class. He occasionally has outbursts due to his inability to control his emotions. | To motivate Tommy, I would recommend that he not be placed in a group at this time; instead, he should work one on one with the teacher’s aide until there is a reduction in Tommy’s resistant behavior.  The aide will model the expected behavior and then guide him through the early stages of understanding. As Tommy understands the goal, the aide will gradually withdraw so he can then operate independently. |
|  | Gifted/talented in mathematics | This student will not be given the exponential growth equation by the teacher, but will determine it herself using the data.  Optional calculus extension: Students familiar with derivatives, or instantaneous rates of change, could determine the derivative of their exponential function model and then evaluate that derivative for various years. For example, the derivative of the function mentioned above would be expressed as A′(t) = 0.0318e0.0159t and so the instantaneous rate of change in population for the year 2010 would be A′(80) or about 113 million people per year. Discuss the difference between such a rate and an average rate of change. Experienced calculus students could explore why and how a logistic function provides a more appropriate model for population than a basic exponential function, if the planet’s carrying capacity is more explicitly known or assumed. |
|  | Placed in a lower level math class than other students; lacks experience with functions | Can be strategically grouped with more knowledgeable, helpful peers. Student will receive extra explanation from teacher, particularly through graphing demonstrations on the Smartboard.  If student is sufficiently overwhelmed/confused by functions, they can be given an alternative assignment utilizing different math standards:  Student will use the annual growth rate determined by the class’ equation to demonstrate their ability to make conversions with large numbers. Student will convert annual growth rates (hundreds of millions of years) to weekly, daily, hourly, minute-by-minute, and second-by-second rates. Student will be able to contribute this “population clock” to the class discussion on exponential growth. |
|  | ELA student | Extra time spent addressing vocabulary, possibly even with vocabulary lists to distribute to interested students (includes history and math vocabulary terms). Essay can be read out loud as a class |

**Reflection on Practice:**

**Student Achievement:**

Specifically analyzes student learning ***for each SLO***. *What differences do you notice in the performance of individual students?* Note needs or opportunities for reteaching or enrichment for specific learners.

**Teacher Efficacy:** (Evaluation and Assessment of *one’s own teaching*): Examines/explains impact of personal teaching practice by responding to following:

1) What worked well and why?

2) What did not work well and why?

3) What actions will be taken now which are: a*) immediate* **and** b) *long range*?

4) Briefly describes ONE *reasonable* ***alternative approach*** that could be used to achieve these same SLOs?